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ABSTRACT

Supervision of psychologists in training continues to be a valued component of teaching skills and professional development and continues to be researched as part of the professional commitment to process and treatment outcomes. Concomitantly, mentoring within training venues and professional peer consultative venues is gaining recognition as an essential element of professional development. Surprisingly, supervision and mentoring have not been viewed in any integrated or related way in our continued exploration and investigation of each as a construct or as process variables in training. This presentation illuminates some of the fundamental values and elements of mentoring and supervision and offers suggestions for movement toward an integrated perception of the two functions in training and professional development. Ethical implications of mentoring in training are identified and addressed. (Contains 16 references.) (Author/JDM)

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The Role of Mentoring in Supervision

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The Role Of Mentoring In Supervision

Linda F. Campbell, Ph.D.

Abstract

Supervision of psychologists in training continues to be a valued component of teaching skills and professional development and continues to be researched as part of the professional commitment to process and treatment outcomes. Concomitantly, mentoring within training venues and professional peer consultative venues is gaining recognition as an essential element of professional development. Surprisingly, supervision and mentoring have not been viewed in any integrated or related way in our continued exploration and investigation of each as a construct or as process variables in training. The presentation illuminates some of the fundamental values and elements of mentoring and supervision and offers suggestions for movement toward an integrated perception of the two functions in training and professional development. Ethical implications of mentoring in training are identified and addressed.

THE ROLE OF MENTORING IN SUPERVISION

Linda F. Campbell, Ph.D.

1. Supervision of psychologists in training continues to be a valued component of teaching skills and professional development and continues to be researched as part of the professional commitment to process and treatment outcomes.

2. Concomitantly, mentoring within training venues and professional peer consultative venues is gaining recognition as an essential element of professional development.

3. Surprisingly, supervision and mentoring have not been viewed in any integrated or related way in our continued exploration and investigation of each as a construct or as process variables in training.

4. This presentation illuminates some of the fundamental values and elements of mentoring and supervision and offers suggestions for movement toward an integrated perception of the two functions in training and professional development.

Mentoring

1. There is no consensual definition of mentoring; however, there are commonly accepted functions of mentoring.

2. Mentoring functions are "those aspects of a developmental relationship which enhance both individuals'growth and advancement" (Kram, 1988, p. 22).

3. Theorists have proposed two primary categories of mentoring functions (Levinson, 1978; O'Neil and Wrightsman, 1988; and Kram, 1988):

   a. The psychosocial function includes role modeling, affirmation, interpersonal dynamics, and essentially, relational concepts and values of mutuality and respect.

   b. The career function incorporates activities such as coaching, sponsorship, and introducing the student to others in the field (Holloway, & Aposhyan,1994).

Gender. Gender aspects of mentoring are reflected in the changing, but current landscape of educational and training settings.

a. There are fewer senior faculty women than men and most mentors are still male (Rix, 1987; Aisenberg & Harrington, 1988).

b. The proportion of women mentors is not increasing as rapidly as the percentage of women doctoral students (Willis & Diebold, 1997).

c. Women doctoral students seek out same-sex role models and mentors and tend to identify with their female role models more than men do with same-sex mentors (Gilbert & Evans, 1985).

d. It is hypothesized that women students look to female role models as exemplars that they too can achieve, be competent, and be successful.

Ethnic minorities.

a. There continues to be an under-representation of ethnic minorities within the ranks of tenured academic psychologists (Blackwell, 1989).

b. If ethnic minority students are to receive mentoring, non-minority psychologists will often be filling that role. Studies suggest that non-minority professors and senior professionals can serve as mentors effectively (Atkinson, Neville, & Casas, 1991).

c. Importantly, however, is the finding that ethnic minority students and novice professionals who had an ethnically similar mentor perceived their mentoring more positively than those with non-minority mentors (Atkinson, et al., 1991).

The Merging Roles of Mentoring and Supervision

1. Mentoring and supervision are valuable fundamental training and professional development roles.

2. The merging of these roles partially results from shared expectations of students for role-modeling, encouragement and support, and relational growth through both mentoring and supervision (Bruce, 1995).

Recommendations for those who supervise and mentor and for those students whom they train and mentor:

1. Discuss expectations of the relationship from the perspective of the supervisor and the supervisee (Berger & Buchholz, 1993).

2. Be alert to boundary issues that can be blurred through mixed roles (Neufeldt & Nelson, 1999).

3. Discuss how supervision will be conducted and agree on a format and structure (Berger & Buchholz, 1993).

4. The interpersonal relationship is important and can facilitate learning and self-awareness. Frustrations with the relationship are also important because understanding the conflictual relationship issues is the very skill the trainee is commissioned to learn (Berger & Bechholz, 1993). The supervisor should foster professional identity development by the trainee and yet not promote an idealization (Brightman, 1985). Attendance to process awareness is very important in this experience.

5. Supervisors are encouraged to be sensitive and aware of the potential development of a mentoring process with supervisees.

The student will choose whether or not to mentor, but should know that the supervisor is accepting of this role or not.

6. Women mentors are more likely to effectively conduct the psycho-social type of mentoring in which relational connection and role modeling are central (Gilbert & Rossman, 1992). Correspondingly, women mentors may want to nurture their ability to conduct career mentoring in working with both male and female mentees.

7. Male mentors are more likely to effectively conduct the career functions of mentoring in which sponsorship, coaching, and networking are central (Gilbert & Rossman, 1992). Likewise, men may want to nurture their ability to conduct psycho-social mentoring with both males and females.

8. Those engaged in cross-cultural mentoring should explore and identify directly with their mentees any obstacles to mentoring.

9. The evaluative role of supervision but collaborative role of mentor often conflicts in the supervisory process and manifests as

students want to learn but want to appear competent and already knowing. This phenomenon can be dealt with directly.

10. a. Supervision conducted within the following theoretical modalities may more easily incorporate psycho-social aspects of mentoring because the supervisory alliance has already accommodated components of these modalities into the relationship.

a. interpersonal
b. experiential
c. feminist
d. relational
e. humanistic
f. person-centered

b. Supervisors who ascribe to other therapeutic modalities can easily incorporate these components but perhaps would factor in with more deliberateness relational components in the supervisory alliance.

11. a. Supervision conducted within more concentrated research environments or by faculty doing research may lend itself more to career mentoring.

b. Mentors who are publishing or presenting at conferences can more easily include mentees in various roles in that process than can those faculty/mentors not involved in publishing or professional representations.

c. Supervision/mentors not conducting direct research may still mentor students through professional association alliances and membership and active participation in state associations, APAGS, APA divisions as well as consultation with colleagues in other settings of interest to the student.

ES: 1.15 Misuse of Psychologists' Influence

Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

Example: A psychologist is aware that a supervisee/mentee's young son is a candidate for a special pilot class at the child's school. The psychologist has never assessed nor met the child but on request from the mentee, writes a letter to the school recommending the appropriateness of the child for the project.

ES: 1.17 Multiple Relationships

(a) A psychologist refrains from entering into other relationships with patients, clients, students, supervisees, or research participants if it appears likely that such a relationship reasonably might impair the psychologist's objectivity or otherwise interfere with the

psychologist's effectively performing his or her functions as a psychologist, or might harm or exploit the other party.

Example: A psychologist is supervising a female student and is asked by the husband of the student for therapy through the psychologist's private practice. It seems likely that the husband wants to work on marital issues.

ES: 1.19 Exploitative Relationships

(a) Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients or patients.

Example: A psychologist/mentor accepts an offer from a supervisee/mentee who pressure washes houses on the weekends for extra money to pressure wash his house and doesn't pay him.

Draft Standards from the Proposed Revision-February, 2001

ES: 7.04 Student Disclosure of Personal Information

Psychologists do not require students to disclose personal information, either orally or in writing which students might

reasonably be expected to find to be embarrassing or upsetting to disclose. Such information includes sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses.

ES: 7.07 Sexual Relationships with Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees in training w ho are in their department or over whom the psychologist has or is likely to have evaluative authority.

ES: 8.12 Publication Credit

(C) A student is listed a principal author on any multiple-authored article that is substantially based on the student's dissertation or thesis when to do so accurately reflects the relative scientific or professional contributions of the individuals involved. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate.

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